

Arts Integrated Lesson Plan



ART FORM:
Visual Art



SUBJECT AREA:
Reading/English
Language Arts and
Poetry

Lesson Title:
Notan collage and reflective Haiku poem

Grade:
8

Contributor, School:
Lisa Melmed, E. Brook Lee Middle School

Time Frame:
One to two 45-
minute class
sessions

State Curriculum Content Standards, Indicators, Objectives

Visual Art Content Standard(s)

2.0 Historical, Cultural, and Social Context
Students will demonstrate an understanding of visual art as an essential aspect of history, culture, and the human experience.
3.0 Creative Expression and Production
Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Reading/English Language Arts Content Standard(s)

Writing
4.0 Students will compose in a variety of modes by developing content and employing specific forms for a particular audience and purpose.

Visual Art Content Indicator(s)

2.2 Explain and demonstrate how **artworks** reflect and influence beliefs, customs, and values of a society.
3.1 Demonstrate how media, processes, and techniques communicate ideas and personal meaning.
3.2 Demonstrate ways the elements of art and principles of design are manipulated to communicate ideas.

Reading/English Language Arts Content Indicator(s)

Writing
4. A.1 Compose texts using the prewriting and drafting strategies of effective writers and speakers.
4. A.2 Compose written presentations to express personal ideas, inform, and persuade.

Visual Art Content Objective(s)

2.2.b Plan personal artworks inspired by universal themes that reflect aspects of daily life.
3.1.b Select and use a variety of tools and materials to solve specific visual problems.
3.1.c Create visual images or forms from observation, memory, and imagination to convey ideas and personal meaning with attention to point of view, detail, and spatial relationships.
3.2.a Communicate ideas and concepts by manipulating elements of art and principles of design to achieve specific visual effects.

Reading/English Language Arts Content Objective(s)

4. A.1.a Use a variety of self-selected prewriting strategies to generate, select, narrow, and develop ideas:

- Evaluate topic for personal relevance, scope, and feasibility.
- Begin a coherent plan for developing ideas.
- Explore and evaluate relevant sources of information.

4. A.2. a Compose to express personal ideas by

	experimenting with a variety of forms and techniques suited to topic, audience, and purpose in order to develop a personal style, a distinctive voice, and a deliberate tone.
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Objective(s) (Connecting the content areas)

Students will each create a collage in the style of a Japanese Notan and write a reflective Haiku poem based on the design.

Key Arts Vocabulary

Notan—Japanese word for interaction between dark and light

Notan collage—planned or developed

space—positive and negative

shape—geometric and organic

balance—symmetry and asymmetry

Reading/English Language Arts Vocabulary

Ying and Yang

Haiku poetry

Prior Knowledge Students Need for This Lesson

Arts

- Students should be familiar with the concept of *collage* and use of the necessary materials.
- Students should understand the Japanese *Notan*: the Japanese word for the interaction between dark and light; a guiding principle of Eastern art and design.

Reading/English Language Arts

- Student should be introduced and have some understanding of Japanese art or culture.

Materials and Resources

Materials and Resources for the Class

- Notan collage examples
- Construction paper—black and white or colored paper (complimentary colors)
- Scissors and glue
- Envelopes and paper clips (to save cut pieces)
- Tweezers (for handling small pieces)
- Rubric format and artist statement
- Paper and pencils (pens) for poem writing

Materials and Resources for the Teacher

- *Notan: The Dark-Light Principle of Design* (book)
- “Notan: Design in Light and Dark” by Sharon Himes (article)
- *Notan* by Dorr Bothwell and Marlys Mayfield (book)
- Additional resource books reflecting other Japanese art and/or culture

Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

- The teacher will lead students in a discussion about the concept of the Japanese Notan and Notan collage.
- The teacher will demonstrate Notan collage technique to students, cutting paper and observing that designs are formed when removing and replacing cut pieces.
- Students will follow directions as provided by the teacher, written on the white board, and on handouts. Students will work with the teacher to establish rubric guidelines.
- Students will begin work and independently experiment with cutting procedures. The teacher will observe and guide as needed. Students will practice how to make Notan collages from cutting paper and forming designs, planned and unplanned.
- Students will creatively design and complete a cut paper collage, demonstrating the understanding of

positive and negative space and light and dark. They will effectively utilize the required supplies—construction paper, scissors, and glue.

- Students will understand symmetry and asymmetry, the principle of design, balance.
- Students will show an understanding of the importance of craftsmanship and neatness in the Notan design.
- Each student will complete two Notan collages and write two Haiku poems to accompany and enhance the Notan collages.
- Students will learn the format for the Japanese Haiku poem. They will choose words from a word bank or choose their own words .
- Students will create a reflective poem to enhance their Notan collages.
- Students will present their work to the class as an optional oral presentation.

Closure/Summary

Students will reflect on their completed art and written work. Work will be prepared and presented as a whole piece. Some students may present to the class. Work may be displayed.

Assessment (Description/Tools)

- Using an established (created by the teacher and students) rubric, students will self-evaluate their artwork and will pick one collage/poem to be graded.
- Students will complete an Artist Statement describing how their completed pieces relate to their understanding of the Japanese Notan concept.

Lesson Extensions

- Students could create a presentation and/or display for their class and/or school, introducing the wider population to the concepts of Eastern and Japanese art and culture.
- Students can be challenged to cut more complex designs, adding layers or making their Notan collages a 3-dimensional design. Students can be encouraged to find other examples of positive/negative, light/dark, symmetry/asymmetry in media, nature, etc., around them.
- Students can create Notan collages from colored paper, instead of white paper. Students can be introduced to color concepts, e.g., complimentary colors.
- Students can create Notan masks, adding color through markers or paint, and study masks in culture.